

**DESCRIPTIVE STUDY ON THE TEACHING READING
COMPREHENSION AT THE SIXTH GRADE OF AL-IRSYAD
SURAKARTA IN 2014/2015 ACADEMIC YEAR**



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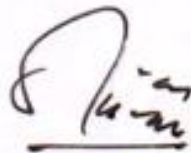
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**DESCRIPTIVE STUDY ON THE TEACHING READING COMPREHENSION
AT THE SIXTH GRADE OF SD AL-IRSYAD SURAKARTA
IN 2014/2015 ACADEMIC YEAR**

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This research aims to describing Descriptive Study on Teaching Reading Comprehension at the Sixth grade of Al-Irsyad Surakarta in 2014/2015. Learning English for students in Al-Irsyad seems less attractive, especially in reading, such as reading a narrative paragraph of text a long with question. The teacher must use the best method in the school level. This study is aimed at describe the learning process of reading comprehension in grade sixth from Al-Irsyad Surakarta in 2014/2015 and to classify the problem faced by English teacher in teaching reading sixth grade from Al-Irsyad.

The type of the study is a descriptive research. The subject of the study is the English teacher and the sixth grade students of SD Al-Irsyad Surakarta. The object of the study is the process of teaching reading comprehension used by English teachers who teach elementary school students in the sixth grade SD Al-Irsyad Surakarta in 2014/2015 academic year. Data and data sources in this study are event, informant, and document. The writer collects the data by observation, interview, and document analysis. In method of collecting data, the writer does some ways to collect the data, such as doing observation, checking document, and doing interview with students and teacher. In analyzing data, the writer conducts some steps such as 1) collecting the data taken from observation and interview of the method used in teaching reading comprehension to the sixth grade students SD Al-Irsyad Surakarta, 2) analyzing the data from the result of observation and interview, 3) concluding the result and giving suggestion.

The result of this research is the process of teaching reading comprehension divided into three procedures: pre-reading, whilst-reading and post-reading. Methods used by the English teacher are Direct Method, Grammar Translation Method, and Think Pair Share. Media used is textbook "Basic English and Lets Make Friends with English, white board, and dictionary. Evaluation system used by teacher are giving homework, giving practice, and questions-answer. Problem faced by the teacher are low students' interest, limitation of the students' vocabulary, and limitation of time. Problem solving used the teacher to overcome the problem is startegy to cope the low students' interest, strategy to cope the limitation of the students' vocabulary, and strategy to cope the limitation of time.

Keywords: reading comprehension, descriptive study

**DESCRIPTIVE STUDY ON THE TEACHING READING
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A. Introduction

English can be learned by reading. Realizing the importance of reading in one's life, reading was included in the four language skills (listening, speaking, reading, and writing). In our own language, reading is usually the third language skill that people learn. Reading is the process of looking at a series of written symbols and getting meaning from them. Then, Smith (1991:9) in (Fauziati, 2010:33) defined reading as an understanding a message conveyed by the writer through visual and non-visual information. For some learners, reading is often considered as the unimportant thing. They always ignore that the reading achievement is the most important aspect in reading comprehension, especially in English. Therefore, in delivering the content of the materials used to teach reading, teacher should prepare lesson plans, so that students can receive accurate reading lessons delivered by teacher. This lesson plan is applied in the teaching and learning activities, namely teaching and learning reading comprehension.

According to Collins and Smith (1980:2):

teaching reading comprehension is usually taught at schools in one of two ways. One method is to have students read a text, and then read comments or answer questions about the text. The comments and questions can range over a variety of topics from what particular words mean to the main point of the whole text.

It can be concluded that many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Learning English for students in Al-Irsyad seems less attractive, especially in reading, such as reading a narrative paragraph of text along with questions. Usually, the difficulty of students is that reading the words that are

difficult to read and they do not understand the meaning of reading text. The teacher must use the best teaching reading method to solve the problem. Without a method, the teacher is never successful in the teaching-learning process. Method is concerned with how the procedures, principles, and practices used in teaching. Most students at the sixth grade of Al-Irsyad mainly are Arabic majority, and most of them are less knowledge than the Javanese student, in fact Javanese student is smarter than the majority of Arabic students, particularly in reading, spelling and grammar.

There are some phenomena happen in teaching-reading comprehension. The students should not rely on their teacher, but they should be self-confident. Many students consider that English is a difficult lesson, then they become disinterested or afraid of following English lesson in their class. They become confused to comprehend the text.

Then, students should be able to think over if English is not a difficult subject matter, therefore, the teacher must have method and technique in the process of reading teaching-learning. Students do not learn how to comprehend or do not get any opportunity to speak in the classroom they may soon get demotivated and lose interest in learning.

The teacher also has problems that must be faced. They should use the interesting methods in order to make students do not get bored when being taught. Teaching English in Elementary School can use a variety of ways.

Based on the phenomena above, the writer formulates the objectives of the study as:

1. To describe the learning process of reading comprehension in sixth grade of Al-Irsyad Surakarta in 2014/2015 academic year.
2. To classify the problems faced by English teachers in teaching reading in the sixth grade from Al-Irsyad Surakarta in 2014/2015 academic year.

The writer provides some previous studies which are related to description of teaching reading comprehension. There are five previous studies such as Marhaeni's study (2013), Rachmawati's study (2009), Fajar Pujo

(2009), Journal of Soleimani, Hassan, and Hajghani (2013), and Journal of Laddy Thea (2011). This research is different from the researches above. The first previous study described the Effect of Think Pair Share Technique on the English Reading Achievement of the students at the Grade Eight of SMP N 13 Mataram, while the recent writer focusses on teaching reading comprehension process in Elementary School which does not only use think pair share, but also using Direct Method (DM), Grammar Translation Method (GTM) and Think Pair Share Method (TPS). The second previous study described study on teaching reading to the first year students of MTS N Surakarta, while the recent writer focusses on teaching reading comprehension especially in Elementary School, the third previous study described a study on the ability of reading comprehension by the second year students of SMP Negeri 2 Gatak of Sukoharjo in 2008/2009 academic year. While the recent writer also focusses on teaching reading comprehension conducted in elementary. The fourth study was a journal about the effect of teaching reading comprehension strategies on Iranian EFL pre-university students' reading comprehension ability". It describes the potential of implementating reading reading strategy instruction in raising learners' reading comprehension ability, extending the range of strategies they employed and enchanging their awareness. While the recent writer focusses on implementating the teaching reading comprehension which also presents the method used to teach reading comprehension and problem appeared in teaching reading comprehension process. The fifth study was also a journal about reading comprehension strategies in a remedial elementary classroom. While the recent writer focusses on method used in elementary school such as Direct Method (DM), Grammar Translation Method (GTM), Think Pair Share (TPS).

To answer the problem of the study, the writer applies the related theories used for the study. Mainly, the Brown's theory (1978) describes two aspects of comprehension processes which are important to teach. Then this theory is collaborated with the Byrne's theory (2002) that explains the procedure of

teaching reading to describe the learning process of reading comprehension at the sixth grade of SD Al-Irsyad surakarta.

Based on the explanation above, the writer conducts the research entitled “Descriptive Study on Teaching Reading Comprehension at the Sixth Grade of SD Al-Irsyad Surakarta in 2014/2015 Academic Year”.

B. Research Method

The type of the study is a descriptive research. The subject of the study is the English teacher and the sixth grade students of SD Al-Irsyad Surakarta. The object of the study is the process of teaching reading comprehension used by English teachers who teach elementary school students in the sixth grade SD Al-Irsyad Surakarta in 2014/2015 academic year. Data in this study are information about the teaching learning process in the field note and interview script. Data sources in this study are event, informant, and document. The writer collects the data by observation, interview, and document analysis. In method of collecting data, the writer does some ways to collect the data, such as doing observation, checking document, and doing interview with students and teacher. In analyzing data, the writer conducts some steps such as 1) collecting the data taken from observation and interview of the method used in teaching reading comprehension to the sixth grade students SD Al-Irsyad Surakarta, 2) analyzing the data from the result of observation and interview, 3) concluding the result and giving suggestion.

C. Research Finding and Discussion

1. Research Finding

The writer presents the research finding and discussion. The purpose is to answer the research problems in the first chapter. There are two objectives in this research, namely; describing learning process of reading comprehension in the sixth grade of SD Al-Irsyad Surakarta in 2013/2014 academic year, and describing the problems faced by the teacher.

a. Teaching Learning Process of Reading Comprehension at the Sixth Grade of SD Al-Irsyad Surakarta

The writer divides the research finding into the method on teaching reading used by the teacher and the problems faced by the teacher on teaching reading for the sixth grade of SD Al-Irsyad 2014/2015 academic year. To get the result of the method used and the problems faced, the writer discusses the teaching-learning process of reading in the classroom of the sixth grade of SD Al-Irsyad 2014/2015 academic year

1) Objective of Teaching Reading

Based on the interview and observation in the classroom October 3rd, 2014-October 24th, 2014 the purpose of teaching reading is to develop the reading skill and the students should be able to read the meanings of written material and the teacher must get the best techniques in teaching reading

2) Teaching Materials

Material is anything which is used by the teacher and the learner to facilitate the teaching learning. The materials should be appropriate with the syllabus. The good materials should help the students to understand the lesson. The material is taken from "Basic English and Let's Make Friends with English".

3) Teaching Procedure

A good teaching procedure is one of the factors to increase the quality of the learning process. Procedure in teaching reading is very important to make easier in giving the material, and the teacher must get the best techniques in teaching reading. This observation was done four times. It aims at understanding the validity of the result data and to compare one observation and the other observation whether they are same or different. Based on the observation, the writer summarizes the observation as follows:

a) Pre- reading

After the bell rang, the teacher entered the class and said “Assalamualaikum Warrohmatullohi Wabbarakatuh”, and then the students responded “Wa’aikumssalam Warrohmatullohi Wabbarakatuh” and the teacher said again, good morning, students. Then students responded “Good morning, miss”. before the teacher begins her new lesson, she asked them “ Is there any homework, class?” then students answered “No, Miss.” After that the teacher checked the students’ attendance. During the teacher checks the student’s attendance, the students prepared their book, pen, etc. The teacher started describing the phenomenon to discuss together. The phenomenon is Descriptive Text. She describes the purpose and tries to open the students’ imagination about what descriptive text was. Based on the observation, the teacher implemented pre-reading in right way.

b) Whilst- reading

After the students gave opinion, the teacher gave a text related the topic. The teacher asks the students to skim a text. The purpose of skimming a text is to know the content of the text, so that the teacher can be easier when delivering the materials because in skimming, the students know the difficulties word, the main idea each paragraph, etc. The teacher and students read the material together.

c) Post-reading

At the last session, usually the teacher gave feedback about the lesson that day, gave evaluation for the students and gave homework to the students. Before closing the teaching learning process, the teacher gave conclusion about the topic today and gave opportunity to the students

to ask the teacher. Before leaving the class, the teacher has greeted by wishing “*Alhamdulillah robbilamin* together and *Wassalamualaikum Warrohmatullohi Wabbarokatuh*”, and students responded “*Alhamdulillah robbilamin*, and “*Wallaikumssalam Warrohmatullahi Wabbarokatuh!*”.

d) Teaching Technique and Media

Technique is important to support teaching learning process. Based on the observation, the teacher uses various techniques during teaching learning process, the technique such as: answer-question, group discussion, presentation, think- pair share. The methods used by the teacher are Direct Method, Grammar Translation Method, and Think Pair Share. The media used by the teacher are: guide book, and whiteboard.

e) Evaluation System

Evaluation is important in teaching learning of reading. Evaluation is usually used by the teacher at the beginning and the end of session. The function of evaluation is to give feedback for the learner during learning process.

b. Problem Faced by the Teacher and the Students in Teaching Reading Comprehension at the Sixth Grade of SD Al-Irsyad Surakarta

1) Problem Faced by the Teacher

Based on the observation and interview with teacher, researcher can draw her conclusions for the problems faced by teacher, they are:

a) Low Students' Interest

The interest span is related to personality factors; a disturbed student who has encountered many unfortunate experiences at home or in the school might be unable to

preserve when required for comprehending reading passages.

The sixth grade students of Al Irsyad Surakarta in empowering English could be said that it is still poor. In one factor, the majority of students are Arabic.

b) Limitation of the Students' Vocabulary

The limitation of students' vocabulary made teaching-learning process could not run effectively, because every student has different intelligence, it would be possible for them to produce different comprehension.

Those facts prosecuted the teacher to explain the materials by using English then teacher should translate into Indonesian. because a lot of the students could not understand the meaning of the words and the majority of SD Al-Irsyad students were Arabic.

c) Limitation of Time

The students only have little time when they learn English. They only get English in the class. On the other hand, the English schedule is only 2 hours in a week.

2) Problem Solving Used by the Teacher to Overcome the Problem

a) Strategy to Cope for Low Students' Interest

To encourage the students' interest, following strategies are focused on the things how could attract them to be interested :

- (1) Build a good relationship with students,
- (2) Create a positive classroom climate and high expectations atmosphere both behaviorally and academically,
- (3) Give the subject matter, she can create the relevant material to their lives,

(4) Implement a curriculum which challenging in a manner,
and

(5) Use variety activities and medias in order not make
them feel bore.

b) Strategy to Cope for Limitation of Students' Vocabulary

(1) Drill pronunciation and vocabulary as much as possible,

(2) Try to choose the interesting topic which situated with
their surrounding and of course not further from the
subject matter,

(3) When explain the material (grammatical), deliver it
clearly,

(4) Translate for difficult words into mother tongue together
with students,

(5) Introduce with the simple and friendly phrases or
sentences when start out, during the explaining or closing,
and

(6) Use gestures, spoken or written words, objects, and
images when explaining the material to help them
understand what they are saying.

c) Strategy to Cope for Limitation of Time

In order to make effective and efficient on limitation of
time in teaching learning English process, teacher can
manage everything by herself well. Through the following
steps she can function time optimally:

(1) Keep files activities and games arranged according to
teaching points,

(2) Acquire useful books collection of activities and games.
Those can be pulled out and used quickly, and

(3) Do not have a set textbook in school, it means consider
buying one to help the plan lessons.

2. Discussion

From observations in the classroom, the writer concludes that the teacher uses Direct Method in the main activity, but the teacher does not do in the whole steps. Direct Method (DM) and Communicative Language Teaching (CLT) are effective and communicative. It shall be stated in writing and vocabulary no more emphasized than grammar. Language Learning Cooperative (LLC) is where students work together with friends at a table or a partner, sharing information and come to help each other..

English teacher faces three problems in teaching English. First, the low students interest; most students have less interest in English. Because they feel that English is not easy, English is very difficult. Second, background knowledge of the students; it means that each student had different capabilities in receiving the materials. They had different weaknesses and lack. Some of the students can receive the material fast and some of them are slow.

Finally, the limited time of the students; limited time of the students is one of the problems that occur in the teaching-learning process. In this case, the students learn English at school only when they get English lessons in the classroom.

D. Conclusion and Suggestion

1. Conclusion

From the result of the research, the writer concludes that:

- a. Learning Process of Reading Comprehension in the sixth grade of Al-Irsyad Surakarta in 2014/2015 academic year.

Methods used by the English teacher in teaching English in SD Al-Irsyad Surakarta for the sixth grade student are Direct Method (DM), Grammar Translation Method (GTM) and Cooperative Language Learning (CLL).

There are some findings during applying the teaching method as follows:

- 1) The reading materials given by the teacher of SD Al-Irsyad Surakarta are descriptive text, and
 - 2) The teaching media are the textbook *Let's Make Friends with English and Basic English*, English dictionary, and white-board.
- b. The Problems Faced by the Teacher in Teaching English. They are the problems as follows:
- 1) Student's interest is low

The teacher can't control a lot of the students in the classroom. During teaching-learning process, the students are very crowded. The interest span is related to personality factors; one of them is because the majority of Al Irsyad Surakarta students are Arabic.
 - 2) Limited Vocabulary

Limited vocabulary of the student makes the teaching learning process do not run well, because the teacher explains the materials by English language. To overcome this matter, the others ways that teacher can take are: explain the material (grammatical) clearly
 - 3) Limitation time of Class

Their English time is very limited. Students only have little time when they learn English. They only get English in the class. On the other hand, the English schedule is only 2 hours in a week
- c. Problem-Solving Used by the Teacher are as follows:
- 1) The teacher invites the students to act directly, for example: watching pictures, questions and answers between teacher and student, looking for difficult words,
 - 2) The teacher focuses on individualistic approach to student that confuse in English lesson, and
 - 3) The teacher always looked around the students and corrected the student's error in pronunciation.

2. Suggestion

Based on the conclusion above, the researcher proposes some suggestions for the following:

a. Next Researcher

They can use this research paper to be reference to conduct such kind of research. She or he can make another improvement of such kind of research such as making the study that compare to this case. Besides, they can enrich the references and the review for the teaching reading comprehension strategy.

b. Teacher and School

- 1) The teacher should be able to make students learn actively, especially in practicing reading comprehension area,
- 2) The teacher should create situation of teaching reading comprehension process as comfort as possible, and
- 3) For the school, the school should facilitate teaching learning process with an adequate material, media, and source of learning, for example, English magazine, book, and so on.

c. Sixth Grade Students of SD Al- Irsyad Surakarta

- 1) The students should have self-confidence when they speak English without worrying their mistake,
- 2) The students should be more active in teaching-learning process, and
- 3) The students should study more and explore their capable to enrich their vocabulary and increase their knowledge by reading English books so they can practice in their daily.

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